

# QUALITY TEACHING STRUCTURED CONVERSATION

This is a process you might like to use with a group of about 4 – 14 teachers to talk about teaching strategies or develop lessons using *Quality Teaching in NSW Public Schools*. It takes about 30 minutes and engages teachers in professional discussion, encouraging participants to refine their craft and share teaching tips in the process.

Teacher/s come prepared with a lesson, teaching strategy, assessment task or possibly a unit of work that they will be teaching. (The process also works as a way of reflecting on a lesson, strategy or task that has been done)

The group sits in a circle or around a table. One person acts as a chairperson / timekeeper. It is important that they don't dominate the discussion. They should have no more say than others. Their role is to keep the process on track and to ensure that no evaluative statements or questions are made until Phase 4, and that references to the NSW Quality Teaching model (by naming the element in the first sentence) are made by each speaker in phases 4 and 5.

TIMELINE (MINUTES)	PHASE OF THE DISCUSSION	PERSON / PEOPLE WHO SPEAK	WHAT IS TALKED ABOUT
0	<b>1. Introduction</b>	Chairperson	Outlines the process Introduces the teacher whose work will be discussed
2	<b>2. Description</b>	Teacher whose work will be discussed	Describes the lesson or task they have planned in reasonable detail. Might also hand out a written plan.
10	<b>3. Clarification</b>	Anyone in group can ask questions. Teacher whose work is being discussed answers.	Anyone can ask questions to clarify what was described. Use this phase of the process to get a clear picture of the task or lesson.
15	<b>4. Positive Feedback</b>	Colleagues: <u>take turns around the circle</u> taking about a minute each. If feedback has been taken by someone then pass. The chairperson may allow second turns if time permits. Be specific and detailed in this phase	Feedback which MUST be in terms of the Quality Teaching model: e.g. In reference to Problematic Knowledge the part where you ask the students to discuss the attitudes of three generations to the monarchy encourages students to address multiple viewpoints.
20	*[Think time] <b>5. Possible Directions</b>	As above but start with a different person this time and maybe go in reverse order.  * You may need to begin this phase with 1-2 minutes think time when you first use the process.	Questions again should ONLY be in terms of the Quality Teaching elements or dimensions, and as far as possible should leave decisions in the hands of the teacher whose work is being discussed. e.g. <i>Can you think of an activity that would require the students to justify their opinions, in order to engage students in more Higher Order Thinking?</i>
25	<b>6. Open Discussion</b>	Anyone – but no one should 'hold the floor' for more than 2 minutes at any one time. The chairperson may wish to start this phase by asking if the teacher whose work is being discussed has any questions. The chairperson finishes by thanking participants or by making a concluding remark.	During this stage the teacher whose work is being discussed can ask clarifying questions of any participants: e.g. <i>I'm not sure how I could incorporate Cultural Knowledge in this topic. Can you suggest something?</i> Teachers can talk about things that work well for them and might work in this instance. You can also discuss how good ideas could be used in different subjects, for different age groups etc.
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